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ABSTRACT

The trend toward establishing minimal competency requirements for high school graduation led the Speech Communication Association to establish a task force that would recommend what speaking and listening skills should be required of high school graduates in the United States. This paper describes the work of that task force, indicating the procedures that the task force used to review research and to select and apply criteria for making competency recommendations. The report concludes with a statement about the implications of those basic skills recommendations. An attached list of the twenty recommended speaking and listening competencies shows how the competencies can be applied in occupational, citizenship, and maintenance situations. (RI)

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# THE BASICS IN SPEAKING AND LISTENING FOR HIGH SCHOOL GRADUATES: WHAT SHOULD BE ASSESSED?

## Abstract

This article describes the work of the SCA Task Force on Minimal Speaking and Listening Competencies for High School Graduates. The importance of competence in speaking and listening is justified. Information on the procedures used by the Task Force to review research, and select and apply criteria to make competency recommendations is provided. The report concludes with a statement of implications of the basic skills recommended.

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Recently, parents, teachers, school board members, employers, legislators and concerned citizens have begun an examination of requirements for high school graduation. This critical examination has been prompted by an increasingly widespread conviction that a high school graduate should possess basic skills needed by adults to function effectively in society, and a recognition that a large number of citizens do not possess these skills. In particular, the minimal competencies, or "basics," movement is directed to the lower one-third of the high school student body. It is this group which is given social promotions and whose members are most deficient in basic skills.[1] The fact that the minimal competencies movement focuses on this group suggests that the skills deemed "basic" will indeed have to be those which are most fundamental.

In direct response to this concern about basic skills, many states and local school districts have undertaken the task of establishing minimal requirements for high school graduation. By 1973, 42 states had formulated official statements of educational goals. Of this number, 22 included statements of what could be considered basic skills.[2] The six basic skill areas most often identified and the frequency of each were:

| | |
|---|---|
| Reading | 22 |
| Mathematics | 22 |
| Writing | 17 |
| Speaking | 15 |
| Sciences | 13 |
| Listening | 12 |

This list indicates that while the three "Rs" were most often judged as the "basics," speaking and listening (along with sciences) were also considered critical. Furthermore, the National Association of Secondary School Principals

Task Force on Graduation Requirements concluded that effective adult citizenship requires "functional literacy in...speaking" as well as in reading and writing.[3]

The importance of speaking and listening to effective functioning as an adult has been further recognized by investigators of the Adult Performance Level Research Project (APL) at the University of Texas - Austin. In 1971 this group began a major study of adult literacy in the United States. The first goal of the project was to identify the basic literacy requirements for adult living. This goal was accomplished through (1) an extensive literature review of research related to undereducated and unemployed adults; (2) interviews with personnel from state and federal agencies and foundations concerned with adult education; (3) conferences on adult needs; and (4) interviews with undereducated and underemployed adults. As a result of this research, the investigators concluded that the term "literacy" needed to be redefined to mean not just minimal skill in reading and writing, but to encompass four skills which seemed to account for the vast majority of requirements placed on adults. These skills are: (1) communication (reading, writing, speaking and listening); (2) computational; (3) problem solving; and (4) interpersonal relationships.[4]

Because speaking and listening are the most common means of communication, it would be expected that students would receive intensive instruction in speaking and listening skills. Such has not been the case, however, with instruction in communication most often focusing upon reading and writing, with speaking and listening skills presumed to develop "naturally" without the

need for rigorous, systematic instruction. The consequences of this neglect appear to be demonstrated in the research findings of the APL Project.

APL researchers drew a sample of 7,500 adults from the continental U.S. and determined national levels of performance with respect to the functional competencies identified by the project. The investigators reported the following conclusion:

> Taking the U.S. population as a whole, approximately one-fifth of adults are estimated to be functionally incompetent. On the other hand, nearly one-half the population is predicted to be performing at a high level of competence. The remaining third of the adults are performing at a level which is associated with marginal success. Thus, although one-fifth of U.S. adults are predicted to be incompetent, just over one-half of the population is performing at a level associated with marginal success or below.[5]

While the APL research did not yield specific information on the speaking and listening skills of adults, the results indicate that the level of functional competency (which includes speaking and listening) is much lower than would be desired. Two educators concerned with adult instruction have identified just how crippling the lack of communication skills can be:

> Adults who lack basic communication...skills will usually be inadequate in many other ways: withdrawn from civic and social affairs of the community, undependable as job holders, ignorant of the basic rules of health and safety, and unable to function as contributing members of society.[6]

The ability to speak and listen is essential to being an effective adult in our society. Be it in work or social situations, the abilities required to understand others and make oneself understood are basic skills.

While many states and local districts have recognized that speaking and listening are critical basic skills, few have specified the precise minimal speaking and listening competencies which students should possess upon graduation from high school. Notable exceptions include the states of Oregon, New Hampshire, Massachusetts, Michigan, North Carolina, Vermont, Virginia and Delaware, and the Westside Community Schools of Omaha, Nebraska, which have adopted, or are in the process of adopting, speaking and listening competencies. To aid other states and local districts which seek to define basic skills, the Educational Policies Board of the Speech Communication Association established a task force in 1977 to recommend minimal speaking and listening competencies for high school graduates.[7] The recommendations of the Task Force appear elsewhere in this issue. The remainder of this article will provide background information on how the recommendations were determined.

## Procedure

A search was conducted to identify the speaking and listening competencies which state education agencies and local school districts, as well as research specialists in speech communication, and other disciplines, consider essential for high school graduates. The search consisted of two parts. First, a computer based search for books, journal articles, convention

papers, grant research, theses and dissertations, and unpublished manuscripts was undertaken.

Lockheed DIALOG Information Retrieval Service was used for the search of literature because a number of data bases are linked to this source and abstracting and indexing are more current than other available computer services or printed indexes. Data bases searched using the Lockheed system were Social Sciences Citation Index (Social Scisearch), Sociological Abstracts (SOCABS), Dissertation Abstracts, and ERIC (CIJE/RIE). Psychological Abstracts were searched using the University of Texas at Austin's General Libraries Computer-Based Information Services.

These data bases were selected because their scope appeared to assure a comprehensive review of all literature related to oral communication competencies. Social Scisearch provided a multidisciplinary index covering the world's most important social science journals while SOCABS furnished in-depth coverage of sociology and related social science areas. ERIC surveyed the spectrum of education, and Dissertation Abstracts scanned literature from the field of psychology and related behavioral sciences. All searches except Psychological Abstracts encompassed a time period exceeding five years.

Title search was selected as the most efficient approach to information retrieval from Social Scisearch, SOCABS and Dissertation Abstracts. The following procedure and descriptors were used: Communication, Speech, and Language were combined and crossed with Objectives, Roles, Competence, and Performance Based Education. Social Scisearch produced 34 references, Dissertation Abstracts produced 100 references, and SOCABS produced 128.

The ERIC search was conducted in the following manner: Descriptors (DEs) Performance, Competence, and Objectives were combined and crossed with combined DEs Language Skills, Speaking, Speech, Communication, Debate, Persuasive Discourse, Listening, Oral Expression, Group Discussion, Diction, and Language Arts. Items related to pathology were removed and the search narrowed with the DE High School Graduates. Since this strategy produced only two references, the search was broadened by progressively crossing DE High School Students, DE High Schools, and DE Students. This procedure resulted in retrieval of 21 items relating specifically to high school students and 252 items concerning competencies of the entire student population.

The following method was used to search Psychological Abstracts: DE High School Students and Ability were crossed with Persuasive Communication, Job Applicant Interviews, Interviews, Public Speaking, Oral Reading, Pronunciation, Speech Characteristics, and Verbal Communication. In a separate program, DE High School Students was crossed with Nonverbal Communication, Verbal Communication, Verbal Ability and Communication Skills. Forty items were obtained in this search.

In the second phase of the search, a letter was sent to the coordinator of language arts programs in each of the 50 states and the District of Columbia which requested a copy of the state's curriculum guide for speaking and listening skills for high school students as well as any statement of minimal competencies developed by the state for speaking and listening.

All citations retrieved by the various computer searches and documents obtained from state agencies were examined, and those deemed relevant were

secured and evaluated. A document was considered relevant if it contained examples of oral communication competencies and/or evidence supporting the significance of particular competencies. From those examined, specific oral communication competencies identified in the literature were extracted and a system for cross-referencing competencies and sources was devised.[8]

The Task Force then selected criteria which a speaking or listening skill had to meet to be recommended as a minimal requirement for high school graduation. Three criteria suggested by Mead were utilized.[9]

The first criterion was that the skill be functional. The requirement that a skill be functional means that it is needed by adults to achieve typical purposes in adult life. The APL Project investigators concluded that functional competency is two dimensional in that it is composed of "the application of a set of skills to a set of general knowledge areas which result from the requirements imposed upon members of a society."[10] APL researchers concluded that the general knowledge areas were occupational, consumer economics, community resources, government and law, and health. The SCA Task Force concluded that adults use speaking and listening skills to achieve three main purposes which were defined in the following way:

1. Occupational. To be a contributing member of society an individual should be able to obtain a job, learn job requirements, and perform job tasks adequately.
2. Citizenship. The continuation of our form of government is dependent upon a citizen's ability

to understand, discuss, and evaluate laws, governmental policy and the views of other citizens, and to express his/her viewpoint.

3. Maintenance. Maintaining oneself and family requires that adults form and preserve social relationships, manage personal finances, perform consumer tasks, gain and preserve health, avoid injury, and participate in family life and child raising.

To be included as a recommended minimal competency, a speaking or listening skill had to be judged as necessary for occupational, citizenship and maintenance purposes.

The second criterion used by the task force required that a speaking or listening skill be educational. To satisfy this requirement the competency had to be appropriate for development by instruction in public schools. The application of this criterion resulted in the exclusion of competencies in the affective domain, i.e., attitudes. The task force concurred with Wilson in his observation regarding the setting of requirements for attitudes:

> To apply minimal standards to attitudinal problems goes against the basic philosophical tenets of a free society. To require that a person has the 'proper attitude' before being awarded a high school diploma implies both indoctrination and an invasion of privacy.[11]

The third criterion selected by the task force was that the recommended skills be general. The skills should be needed by high school graduates from

all regions of the U.S., from all cultural and economic origins and with all career and life goals. Thus, the task force attempted to select speaking and listening skills which would satisfy the requirements placed upon high school graduates from all subcultures within the nation.

Twenty competencies met the criteria of being functional, educational, and general. Critical examination led task force members to conclude that these 20 speaking and listening skills are basic to two person interactions (face to face or via telephone), small group discussions, as well as public speaking situations. In addition, the listening skills also are applicable to messages from radio, television and motion pictures.

## Implications of the Basic Skills Recommendations

The basic speaking and listening skills recommended carry several important implications. First, consider what their adoption by schools as minimal requirements for high school graduation would mean for what would not be assessed. School personnel would no longer be assessing seat-time. How many days a student attended class or how many times [illegible]epeated a speech communication course would not determine the awarding of the high school diploma. Neither would we be assessing the number or variety of speech communication courses a student completed. The information that a student completed two speech communication classes, or completed one course in public speaking and another in interpersonal, tells us very little about the skills the student acquired or how well those skills were mastered. Furthermore, we would not be assessing memorized facts, but rather students' abilities to use speaking and listening skills to do tasks encountered in adult life.

One final implication concerns the curricula of our elementary and secondary schools. If it is true, as the APL Project data suggest, that a large portion of the adult population lacks basic skills needed for effective adult living, then we will surely want to begin to overcome these deficiencies long before students are graduated from high school.

## Footnotes

[1]Richard M. Bossone and Lynn Q. Troyka, "What Everyone Should Know about Minimum Competencies," in Proceedings of the National Conference on Minimum Competencies: Trends and Issues, ed. Richard M. Bossone and Lynne Q. Troyka (New York: Center for Advanced Study in Education, The City University of New York, 1977), pp. 61-62.

[2]Alberto Montare, John Geyer, and Bruce W. Tuckman, "Basic Skills: What Competencies Shall Be Measured and How?" paper presented at the American Educational Research Association Annual Meeting, New York, April, 1977.

[3]Competency Tests and Graduation Requirements (Reston, Virginia: The National Association of Secondary School Principals, 1976), p. 16.

[4]Final Report: The Adult Performance Level Study (Austin, Texas: Adult Performance Level Research Project, University of Texas-Austin, 1977), pp. 8-9.

[5]Final Report: The Adult Performance Level Study, p. 41.

[6]James E. Carson and Peggy F. Sparks, A Curriculum Guide for Mid-Alabama Adult and Vocational Education Demonstration Center (Tuskegee, Alabama: Alabama Human Resources Development Center, 1973), p. 6.

[7]In addition to the authors of this article, Task Force members were: Barbara Liss-Brilhart, Speech Communication Association; Robert Hopper, University of Texas-Austin; Dan Fogel, University of Houston; Michael Moore, University of Maryland; and Donna Townsend, Texas Education Agency. The Task Force wishes to acknowledge the important contributions

of research assistants Fran Austin, Karen Carter and Bud Morris, all of the University of Texas-Austin.

[8]The Task Force derived the recommended competencies from the following sources: Alabama Department of Education, Alabama Course of Study: Language Arts K-12 (Montgomery, Alabama: Alabama State Department of Education, 1976); Ona Barfield, et al., Action in the Language Arts (Orlando, Florida: Orange County Public Schools, 1965), ERIC No. ED 014489; Arthur P. Bochner and Clifford W. Kelley, "Interpersonal Competence: Rationale, Philosophy and Implementation of a Conceptual Framework," Speech Teacher, 22 (1974), 279-301; Morton Botel, A Comprehensive Reading Communication Arts Plan: 1977 Working Edition (Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1977); C. N. Candlin, J. H. Leather, and C. J. Bruton, "Doctors in Casualty-Applying Communicative Competence to Components of Specialist Course Design," IRAL - International Review of Applied Linguistics, 14 (1976), 245-72; Career Communication: Directions for the Seventies, ed. Patrick C. Kennicott and L. David Schuelke (New York: Speech Communication Association, 1972); James E. Carson and Peggy F. Sparks, A Curriculum Guide for Mid-Alabama Adult and Vocational Education Demonstration Center (Tuskegee, Alabama: Alabama Human Resources Development Center, 1973); ERIC No. ED 066 651; Donald J. Cegala and Ronald E. Bassett, "The Goals of Speech Communication Instruction: The Teacher's Perspective," in Developing Communication Competence in Children, ed. R. R. Allen and Kenneth L. Brown (Skokie, Illinois: National Textbook Co., 1976), pp. 225-42, and 259-72; Communication Skills for Career

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[9]The criteria were suggested by Nancy A. Mead, "The Development of an Instrument for Assessing Functional Communication Competence of Seventeen Year Olds," Diss. University of Denver, 1977, p. 61.

[10]Final Report: The Adult Performance Level Study, p. 9.

[11]H. A. Wilson, "The Dangers of Knowing Precise Answers to the Wrong Questions," in Proceedings of the National Conference on Minimum Competencies: Trends and Issues, p. 30.

MINIMAL SPEAKING AND LISTENING COMPETENCIES
FOR HIGH SCHOOL GRADUATES

Communication Codes. This set of skills deals with minimal abilities in speaking and understanding spoken English, and using nonverbal signs (e.g., gestures and facial expressions).

| Competencies | Application Examples | | |
|---|---|---|---|
| | Occupational | Citizenship | Maintenance |
| A. Listen effectively to oral English. | Understand directions given by job supervisor.<br><br>Understand complaints and needs of customers.<br><br>Understand suggestions and questions of fellow workers. | Understand directions given on TV or radio on procedures necessary to register to vote.<br><br>Understand directions to a jury from a judge.<br><br>Understand directions given by policemen. | Understand weather bulletins broadcast on radio or TV.<br><br>Understand a doctor's directions for taking prescribed medication.<br><br>Understand a plumber's suggestions for preventive household plumbing maintenance. |
| B. Use words, pronunciation and grammar appropriate for situation. | Use appropriate language during employment interviews.<br><br>Use words, pronunciation, and grammar which do not alienate coworkers.<br><br>Use words understood by coworkers. | Use language understandable to members of diverse groups at civic meetings.<br><br>Use inoffensive words when expressing political views.<br><br>Use language understandable to public officials. | Describe an ailment so that a doctor can understand the symptoms.<br><br>Use language understood by a policeman when making a complaint.<br><br>Use language understood by a banker when making a loan application. |
| C. Use nonverbal signs appropriate for situation. | Use appropriate gestures and eye contact during employment interviews.<br><br>Use appropriate facial expression and tone of voice when conversing with a supervisor.<br><br>Use gestures which aid a coworker in learning to perform a production task. | Use appropriate facial expressions and posture when expressing your point of view at civic meetings.<br><br>Use appropriate nonverbal signs when campaigning for a political candidate.<br><br>Use appropriate nonverbal signs when engaging in informal discussions of political views with friends. | Use gestures which enhance a child's understanding of how to perform a household task.<br><br>Use gestures which enhance a friend's understanding of how to play a game.<br><br>Use nonverbal signs to indicate sympathy to a friend. |

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| D. Use voice effectively. | Use sufficient volume when making a presentation to a large group in an on-the-job setting.<br><br>Use appropriate volume when conversing with a customer via telephone.<br><br>Speak with appropriate rate, volume and clarity when conversing with your supervisor. | Speak clearly and loudly enough to be heard and understood in public debate or discussion.<br><br>Speak with appropriate rate, volume and clarity when expressing your views to an elected official by phone.<br><br>Speak clearly and loudly enough to be heard and understood when giving testimony in court. | Speak with appropriate rate, volume and clarity in social conversations.<br><br>Speak with appropriate rate, volume and clarity when reporting a fire or accident.<br><br>Speak with appropriate rate, volume and clarity when soliciting funds for a charity. |

Oral Message Evaluation. This set of skills involves the use of standards of appraisal to make judgments about messages or their effects.

| | | | |
|---|---|---|---|
| A. Identify main ideas in messages. | Identify the task to be performed when given instructions orally.<br><br>Recognize performance standards for work assigned orally.<br><br>Recognizes commitments, promises, threats, and commands. | Select main ideas when listening to political speeches.<br><br>Identify key points in broadcast interviews with political candidates.<br><br>Identify critical issues in trial testimony. | Obtain main ideas and messages concerning health related news.<br><br>Identify main ideas in broadcast messages about tax return preparation.<br><br>Identify main ideas in a contract agreement. |
| B. Distinguish facts from opinions. | Obtain factual information about job opportunities.<br><br>Distinguish between facts and opinions in customer complaints.<br><br>Distinguish between facts and opinions in labor-management disputes. | Distinguish between facts and opinions in political speeches.<br><br>Distinguish between evidence and opinion in testimony.<br><br>Distinguish between fact and opinion in newscasts. | Distinguish facts from opinions in advertisements.<br><br>Distinguish facts from opinions with respect to effective illness treatment.<br><br>Distinguish facts from opinions regarding nutrition. |

| | | | | |
|---|---|---|---|---|
| C. | Distinguish between informative and persuasive messages. | Distinguish between informative and persuasive messages in a job interview.<br><br>Distinguish between informative and persuasive messages from a union organizer.<br><br>Distinguish between informative and persuasive messages of management. | Identify when being subjected to propaganda.<br><br>Distinguish between informative and persuasive messages of politicians.<br><br>Distinguish between informative and persuasive messages of trial attorneys. | Identify when being subjected to a sales presentation.<br><br>Distinguish between informative and persuasive messages about purchasing on credit.<br><br>Distinguish between informative and persuasive messages about nonprescription drugs. |
| D. | Identify biases in messages. | Identify management's biases in responses to union requests.<br><br>Identify biases in supervisors' reports of their sections activities.<br><br>Identify biases in union representatives' evaluations of management practices. | Identify the point of view of a public figure.<br><br>Recognize bias in a government agency's report of its internal affairs.<br><br>Recognize bias in trial testimony. | Recognize bias in point of view of other family members.<br><br>Recognize the bias in consumer protection agencies.<br><br>Recognize the bias in merchants about their own products and services. |
| E. | Recognize when another does not understand your message. | Recognize lack of understanding in other employees.<br><br>Recognize when a job interviewer doesn't understand your explanation of your work experience.<br><br>Recognize when a customer doesn't understand your directions for product use. | Recognize when another doesn't understand your position on a public issue.<br><br>Recognize when a public official doesn't understand your request.<br><br>Recognize when a judge does not understand your testimony. | Recognize when another family member doesn't understand your instructions.<br><br>Recognize when a doctor doesn't understand your description of your illness.<br><br>Recognize when a salesperson doesn't understand your request. |

Basic Oral Skills. This set of skills deals with the process of selecting message elements and arranging them to produce unique messages.

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| A. | Express ideas clearly and concisely. | Make a report to your job supervisor.<br><br>Explain job requirements to a new employee.<br><br>State clearly relevant information about your work experience when applying for a job. | Describe a desired course of political action.<br><br>Describe an accident or crime to a policeman.<br><br>Explain citizens' rights to another. | Explain an appliance malfunction to a repair person.<br><br>Explain an unfamiliar task to a child or other family member.<br><br>Explain your values to your child or a friend. |

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| B. | Express and defend with evidence your point of view. | Express and defend your view in a union meeting.<br><br>Express and defend your suggestions for change in job conditions.<br><br>Express and defend your reasons for job absence to your supervisor. | Express and defend your view in a political discussion.<br><br>Express and defend your innocence in court.<br><br>Express and defend your position in a city council meeting. | Express and defend your refusal to accept products or services you didn't order.<br><br>Express and defend your faith or religion.<br><br>Express and defend your feelings in a family discussion. |
| C. | Organize messages so that others can understand them. | Use a chronological pattern of arrangement to explain a complex business procedure to a coworker.<br><br>Use a topical pattern when explaining production problems to a supervisor.<br><br>Use a problem-cause-solution pattern when making a suggestion to a supervisor. | Use a topical pattern of arrangement to explain your political views.<br><br>Use a cause-effect order when giving an accident report.<br><br>Use a chronological pattern to explain your complaint to an elected official. | Use a problem-cause solution pattern to explain your financial position when applying for a loan.<br><br>Explain to your child how to prevent accidents using a cause-effect pattern.<br><br>Use a chronological pattern to explain to a mechanic the development of an automobile malfunction. |
| D. | Ask questions to obtain information. | Obtain information about correct job performance procedures.<br><br>Obtain information about job benefits.<br><br>Obtain suggestions about how to improve your job performance. | Obtain information from public officials about laws and regs.<br><br>Obtain information about another's evidence on a political issue.<br><br>Obtain information about a political candidate's views. | Obtain information about interest rates for purchases bought on credit.<br><br>Obtain information about your credit rating.<br><br>Obtain information about product safety. |
| E. | Answer questions effectively. | Inform a potential employer about your qualifications.<br><br>Answer customer questions.<br><br>Answer a supervisor's questions about your job performance. | Answer questions about your position on public issues.<br><br>Answer questions of a census taker.<br><br>Answer questions as a witness. | Answer a doctor's questions about an illness you have.<br><br>Answer a tax auditor' questions.<br><br>Answer a child's questions so that the child understands |

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| F. Give concise and accurate directions. | Direct coworkers or subordinates in performing unfamiliar jobs.<br><br>Instruct customers about product use.<br><br>Counsel an employee about improving job performance. | Give directions to another about the procedures necessary to vote.<br><br>Give directions to another about the procedures necessary to file a tax return.<br><br>Give directions to another about the procedures necessary to appear before the city council. | Teach your child how to play a game.<br><br>Instruct repairpersons on how you want some repair made.<br><br>Teach your child what to do in case of fire. |
| G. Summarize messages. | Summarize oral instructions given by your job supervisor.<br><br>Give a summary of customer suggestions to your job supervisor.<br><br>Summarize your qualifications in a job interview. | Summarize the position of a political candidate on a campaign issue.<br><br>Summarize the arguments for and against a controversial issue.<br><br>Summarize for another the laws/regs pertaining to some action. | Summarize a public service message on auto safety.<br><br>Summarize for family members a telephone conversation.<br><br>Summarize for family members the family financial position. |

Human Relations. This set of skills is used for building and maintaining personal relationships and for resolving conflict.

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| A. Describe another's viewpoint. | Describe the viewpoint of a supervisor who disagrees with your evaluation of your job performance.<br><br>Describe the viewpoint of a coworker who disagrees with your recommendations.<br><br>Describe the viewpoint of union officials in a contract dispute. | Describe the viewpoint of a friend with whom you disagree about public issues.<br><br>Describe the viewpoint of a legislator who proposes a law you oppose.<br><br>Describe the viewpoint of a jury member with whom you disagree. | Describe the viewpoint of a retail store manager to whom you return merchandise.<br><br>Describe the viewpoint of your spouse when you disagree on a major decision.<br><br>Describe the viewpoint of your neighbor who complains about your children's behavior. |

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| B. Describe differences in opinion. | Describe differences in opinion with co-workers about work related issues.<br><br>Describe differences in opinion with your supervisor about the steps necessary to accomplish a goal.<br><br>Describe differences in opinion with customers about product performance. | Describe differences in opinion with a legislator about proposes legislation.<br><br>Describe differences in opinion with other jurors.<br><br>Describe differences in opinion in a zoning hearing. | Describe differences in opinion with spouse about child rearing practices.<br><br>Describe differences in opinion with your doctor regarding health care.<br><br>Describe differences in opinion with spous about the responsibility for household chores. |
| C. Express feelings to others appropriately. | Express personal reactions to changes in job conditions in an appropriate fashion to your supervisor.<br><br>Express satisfaction to a coworker about his/her work.<br><br>Express appropriately feelings of dissatisfaction with coworkers regarding the quality of work interactions. | Express appropriately feelings of anger to your city councilperson.<br><br>Express appropriately your positive reactions to an elected official's work.<br><br>Express appropriately feelings of disapproval regarding a legislator's position. | Express appropriately dissatisfaction to retail store clerk.<br><br>Express appropriately feelings of approval to your child for his/her school achievement.<br><br>Express feelings of anger appropriately to your spouse during conflict. |
| D. Perform social rituals appropriately. | Introduce yourself at the beginning of a job interview.<br><br>Greet customers appropriately.<br><br>Conclude effectively interaction with employees. | Introduce a motion at a public meeting.<br><br>Request an appointment with an elected official.<br><br>Introduce a speaker at a political rally. | Make small talk in casual social settings.<br><br>Introduce strangers to one another.<br><br>Introduce yourself. |